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ABSTRACT

This document, the seventh in a series on diversity in the classroom, offers strategies for general education teachers to help them provide an appropriate education to students with exceptional needs within the regular classroom. Section 1, "Introduction," examines definitions and the organization of the document. Section 2, "Starting Points," examines how to create an inclusive classroom, work as a team, and problem solve as a team. Section 3, "Planning and Preparation," discusses how to get to know each other, plan for the child, and use the MAPS (Making Action Plans) strategy. Section 4, "Implementation," discusses instructional approaches and strategies, working with educational assistants, and working with peers. Section 5, "Transition Planning," discusses how to plan for a student's transition to another setting. Section 6, "The Secondary School Setting," explains how to include students with special needs in secondary school settings. Section 7, "A Note to Administrators," explains the role of the administrator in the process. The nine appendixes focus on: definitions and implications, appropriate language, problem solving teams, MAPS procedures, a guide to strategies, differentiated instruction, activities to teach about disabilities, planning for educational assistants, and resources (26). (SM)

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Diversity in the Classroom Series

Number Seven

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Integrating Students with Special Needs

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Foreword

Foreword

"Diversity in the Classroom" is a series of resources prepared for educators by educators. Working with an advisory committee of educators, authors research each topic thoroughly, distilling theory into a practical resource. The documents are research-based, concise yet comprehensive, and we hope of immediate use to teachers.

Guided by the following principles, each of the seven documents in the series:

- supports a learner-centred climate conducive to transactional and transformational learning
- encourages inclusion and celebrates diversity
- promotes teacher development that accommodates children's needs
- challenges teachers to examine assumptions and beliefs
- respects and empowers all members of the learning community.

Just as the blocks of a quilt are assembled to form a larger and more complete picture, so, too, will you find that the seven documents together form a more complete picture of "Diversity in the Classroom". We invite you to explore each of the documents in the series.

Caroline Krentz
Director, SIDRU

"Honouring Diversity in the Classroom: Challenges and Reflections" is the foundational document which provides the framework for the other documents. Each of the other six documents presents a different block of the "Diversity in the Classroom" quilt.

Gwen Dueck
Director, SPDU

We hope you enjoy working with this resource and will consider the other documents in the series. Your comments and suggestions are always appreciated.

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This document comes to its present form with the thoughts and ideas of many . . .

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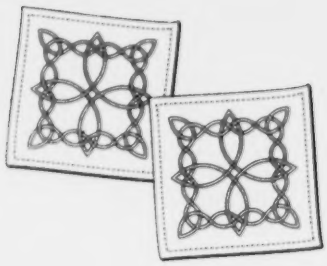

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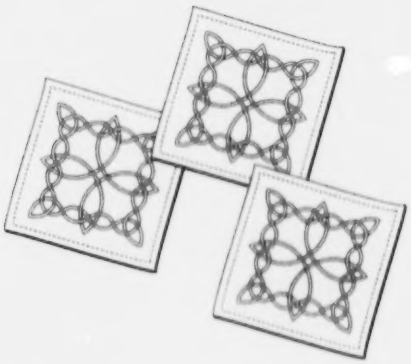
"Mount Everest is so huge it takes a whole group to climb it."

Sam, age 7, Institute on Community Integration, University of Minnesota
"Collaborative Teamwork: Working Together for Full Inclusion"



Introduction

Introduction

The United Nations, the *Canadian Charter of Rights and Freedoms; The Saskatchewan Human Rights Code*; *The Saskatchewan Education Act*, 184; and the Saskatchewan Teachers' Federation, 9.1.2; recognize the right of all children to be educated in the least restrictive and most natural environment possible.

As much as there is diversity, all students have the same needs and desires: to be valued, to belong, and to be given the opportunity to develop the skills necessary to become contributing adults in our diverse society.

More and more educators, parents, and persons with disabilities are recognizing the regular classroom as the least restrictive and most natural environment for all students, given proper tools and supports. As a result, teachers today find themselves in classrooms comprised of students with diverse backgrounds, experiences, and social, emotional and educational needs. With such diversity in the classroom, teachers are searching for efficient and effective methods to meet this wide range of needs.

The purpose of this document is to assist the regular classroom teacher in this search. This document describes several strategies which have been found useful in providing an appropriate education for students with exceptional needs within the regular classroom. Although it is for these students that this document is written, many of the strategies will serve all students in the classroom.

Definitions

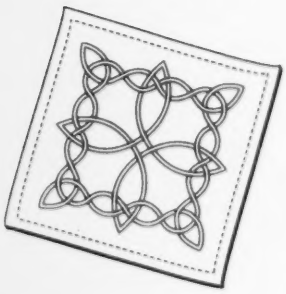
Which students are those with exceptional needs?

According to Saskatchewan Education, students with exceptional needs are students who have been identified as having physical and/or intellectual needs that are more specialized than those usually found in the regular classroom. Students with exceptional needs may require adaptations to the regular program, alternate programs, special services, and/or special equipment. (A more detailed definition is provided in Appendix A.)

Exceptional needs may be:

- as a result of a chronic medical disorder,
- an orthopedic disability,
- an intellectual disability,
- a visual disability,
- deaf or hard of hearing,
- multiple disabilities,
- a severe social, emotional or behavioural disability,
- a learning disability,
- a speech and language disorder.

Students with exceptional needs also includes students identified as gifted learners: students who demonstrate specific academic aptitude, advanced thinking ability, specific skill in visual or performing arts, psycho-motor ability, and psychological and cultural leadership.



What Does Inclusion Mean?

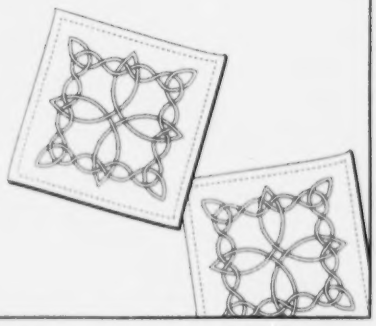
Inclusion is a philosophy which recognizes that each child has a diverse range of needs and interests and that each child has the right to be placed in the age-appropriate, regular classroom and be provided with the programs and services necessary to meet the individual needs.

Inclusion IS

- ✓ The classroom as the "home-base" for all students. A student's needs may dictate an environment other than the regular classroom for a specific objective and for a specified length of time. The time spent in the regular classroom will be determined by the needs of each child, but the child should be included in the regular classroom enough to be considered a member of the class and not a "visitor". Specific therapy such as physiotherapy, work experience and small group tutorials are examples of student needs which may need to be addressed outside of the regular classroom.
- ✓ Students with exceptional needs participating in the same environment and in the same activities as peers to the maximum extent possible. It is also students with exceptional needs interacting in on-going, systematic and planned activities with their peers.
- ✓ Regular classroom teachers working with a team and being provided with the necessary supports in order to include all students in the class. Human resources, planning time, materials and specialized equipment may be some of the supports necessary for the classroom teacher to meet the needs of all of the students in the classroom.

Inclusion IS NOT

- ✗ "Confining" a student to the regular classroom for the entire day and the entire school year if it has been deemed necessary by the student's personal plan to provide a portion of the student's program in another setting.
- ✗ Students with exceptional needs, for the majority of the school day, working with an educational assistant at the back of the classroom on activities entirely different from those of the other students in the classroom.
- ✗ A classroom teacher working alone to meet the needs of all students in the classroom.



Successful inclusion occurs in schools which recognize that learning is a complex and dynamic process which requires a team approach and allows teachers, parents and other professionals to work together to provide the best education possible for all students.

Successful inclusion occurs in classrooms and schools where individual differences are respected, where all students are viewed as valued and contributing members of the class, the school and the larger community, and where all students can be given a quality education that will assist them in functioning to their fullest potential in the complex, pluralistic society outside of the school walls (Forest & Lusthaus, 1989; Porter & Richler, 1991; Stainback & Stainback, 1992; Thousand & Villa, 1990).

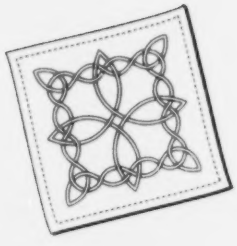
Organization of the Document

This document is written for you, the classroom teacher. It is also a beneficial document for special education teachers and administrators working as a team in implementing the strategies discussed. Two goals of the document are:

1. To provide you with an understanding of the process required to make inclusion successful.
2. To provide you with hands-on strategies, strategies which have been used by other classroom teachers.

The adoption of the philosophy of inclusion is the first step in ensuring success. Successful inclusion must also include the incorporation of many strategies into the process:

- creating a positive classroom climate.
- working with a team.
- making educational plans for students with exceptional needs.
- choosing instructional approaches and strategies.
- including peers in the process.
- working with an educational assistant.
- making transition plans.



The strategies utilized (and the degree and frequency with which they are to be used) will be determined by many factors:

- the needs of the student,
- the needs of the classroom teacher,
- the needs of the other students in the classroom, and
- the support available from administration, the division level, and ancillary personnel.

These factors may lead you to choose all or some of the strategies. They may lead you to use a portion of a strategy. You are invited to choose strategies and adapt them to suit your needs. Keep in mind that these strategies are tools designed to assist you and they should be selected and adapted to make them useful to your situation.

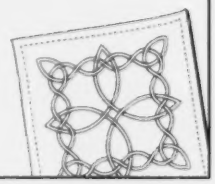
Reflection

Teachers who are experiencing inclusion for the first time have shared feelings of anxiety, frustration, fear and anger. After the experience, however, they state that they had no need to feel this way and would welcome the opportunity to experience inclusion again.

Some common concerns are:

- I must teach the content.
- I don't have time.
- I can't do this, I don't know how.
- It is a lot of work to plan separate programs.
- I don't have the necessary knowledge.
- It is the special educator's job.
- The other students will lose out.
- Where can I get help?

Are there some concerns you have?



TEACHING TIPS

- Expect support and ask for it.
- Administrators, special education teachers, and parents are there to support you.
- Expect to be given time for meetings and for planning.
- The adaptive dimension allows for adapting content, presentation, environment and evaluation.
- All students benefit from student-centred instructional approaches, from working together, and from the extra adults who may be in the room.
- Accept and recognize that the goals for each student may be different, but are equally important.
- Believe in yourself and recognize that you have a lot to offer all students and your colleagues.
- Others have shared your concerns, and after having the experience have stated that their fears did not materialize.
- Talk to others who have had the experience.
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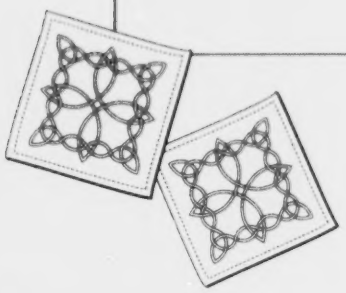
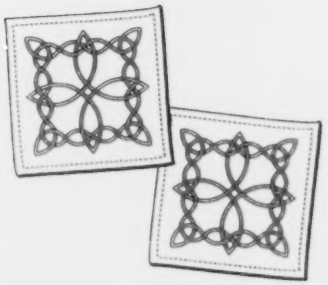


STARTING Points



Creating an Inclusive Climate

Creating a warm, accepting, and safe environment is important to ensure inclusion will be successful. The classroom teacher can promote an atmosphere where it is evident that **all students are welcome and are considered valued members of the class by** ...

Modelling

- Model communication and interaction.
- Treat students with dignity and respect.
- Avoid congregation of students with exceptional needs.
- Seat students to facilitate interaction with peers.
- Ensure, as much as possible, that expectations and routines are the same for all students.
- Where individualization is necessary, attempt to have it occur at the same time for all students.
- Integrate everyone - classroom teacher, special education teacher and support staff work with all students.
- Do things *with* rather than *for* a student when assistance is necessary.
- Bé committed to inclusive practices.

Communicating

- Speak directly to the student, never around the student.

- When speaking about persons with disabilities, use "Words with Dignity" (See Appendix B).
- Teach about differences as part of the regular curriculum. Use proper terminology. Invite experts into the classroom. Students with exceptional needs and their parents are experts.
- Communicate the acceptance and appreciation of the diversity of the classroom community.
- Ensure frequent communication between home and school.
- Focus on the student's strengths and achievements.
- Teach classmates the specific needs of a student with exceptional needs; for example, how to communicate with their classmate.

Encouraging

- Structure and facilitate social interaction in the classroom through planned activities.
- Promote social interaction outside of the classroom.
- Foster independence.
- Plan for and encourage participation.
- Encourage peers, rather than an adult, to assist a student with exceptional needs when necessary.

Working Together — The Inclusion Team

By working cooperatively toward the shared goal, a wide range of expertise may be tapped and shared.

Educating students with exceptional needs is a shared responsibility (Special Education Policy Manual, draft, 1996; Stainback, Stainback, Harris, 1989; Villa & Thousand, 1988). The classroom teacher should not be expected to work alone to include a student with exceptional needs into the regular classroom. Adopting the same philosophy as cooperative learning approaches, administrators, the classroom teacher, special education teacher, support personnel, parents, and where possible, the student, work together to reach the common goal - that of providing the most appropriate education for all students.

Teams meet whenever necessary. Research has found that the most effective teams meet on a regular basis, once per month is suggested (Crawford & Porter, 1992; Kjerland, Neise, Franks, Verdon, & Westman, 1988). It is the responsibility of the team to:

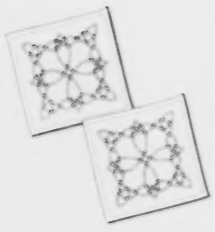
- plan the program,
- provide the support necessary for the classroom teacher to implement the program,
- collaborate to solve any problems which may arise,
- plan for the transition of the student to the next grade or program, and
- support and encourage fellow team members.

Who is on the team?

Each collaborative team will be child specific. Members of each team will be determined by the needs of the student and the classroom teacher, but the team must include the classroom teacher, the parents or family representative, and a special education teacher. Other members of the team may be an educational assistant, any ancillary personnel involved with the child, the student, peers, and the school administrator. Some members of the team will be more active in the day-to-day activities than others. Other members may be called in when it is felt necessary.

Roles of the team members

Teamwork in the inclusion of all students in the regular classroom is the key to success. Teachers are provided with the support that they need and are not alone in this challenge. The goals are written with the input of the classroom teacher, rather than for the teacher. Rather than several separate lists of goals, one set of goals is written for the child. Disjointed programs are avoided and the goals are selected and planned to be classroom and home based. Each member of the team works together to meet the goals identified. Support, collaboration and coordination can occur best when those involved in the child's education work as a team. (Appendix C offers ideas for problem solving teams.)



Special education teacher

- The special education teacher is often given the role of team manager. It is important to assign this role to the person who is best able to stay with the child over the years in order to provide consistency in programming, someone who is able to coordinate support and ancillary personnel, and who acts as a spokesperson for the student.
- Facilitate the planning, decision making, and problem-solving meetings.
- Provide necessary information, such as student background, strengths and needs, to the classroom teacher prior to the child entering the class.
- Assist with the dissemination of information to peers and with peer support programs.
- Write the PPP (Personal Program Plan), following the planning and review meetings.
- Incorporate the PPP goals.
- Adapt curriculum, materials, equipment, and environment.
- Work with the classroom teacher to adapt curriculum, materials, equipment, and environment. Modelling and in-services may be a part of this process.
- Coordinate ancillary staff services.
- Team teach with the classroom teacher.
- Release classroom teacher so that the teacher may plan with the Educational Assistant.
- Coordinate the problem-solving team.
- Be a role model for students and staff.
- Communicate frequently with parents and with the classroom teacher.
- Support other team members.

Educational Assistant

- Support the teacher in the implementation phase of the program.
- Facilitate the student's direct interaction with others.
- Participate in planning, decision making, and problem solving.
- Be a role model for students and staff.

Classroom teacher

- Participate in planning, decision making, and problem solving.
- Accept the child as a member of the class.
- Create an atmosphere of acceptance.
- Implement and coordinate the daily program.
- Incorporate the PPP (Personal Program Plan) goals into daily lesson plans.
- Adapt curriculum, materials and environment to include the student.
- Seek assistance, when necessary, to plan, adapt and implement the program.
- Be willing to try new ideas and to take risks.
- Team teach with the special education teacher.
- Be a role model to students and staff.
- Facilitate peer interaction.
- Direct and guide the educational assistant.
- Communicate frequently with parents or family representative.
- Communicate frequently with the special education teacher.
- Evaluate the progress of the student.
- Evaluate the effectiveness of the program.
- Support other team members.

Ancillary Staff

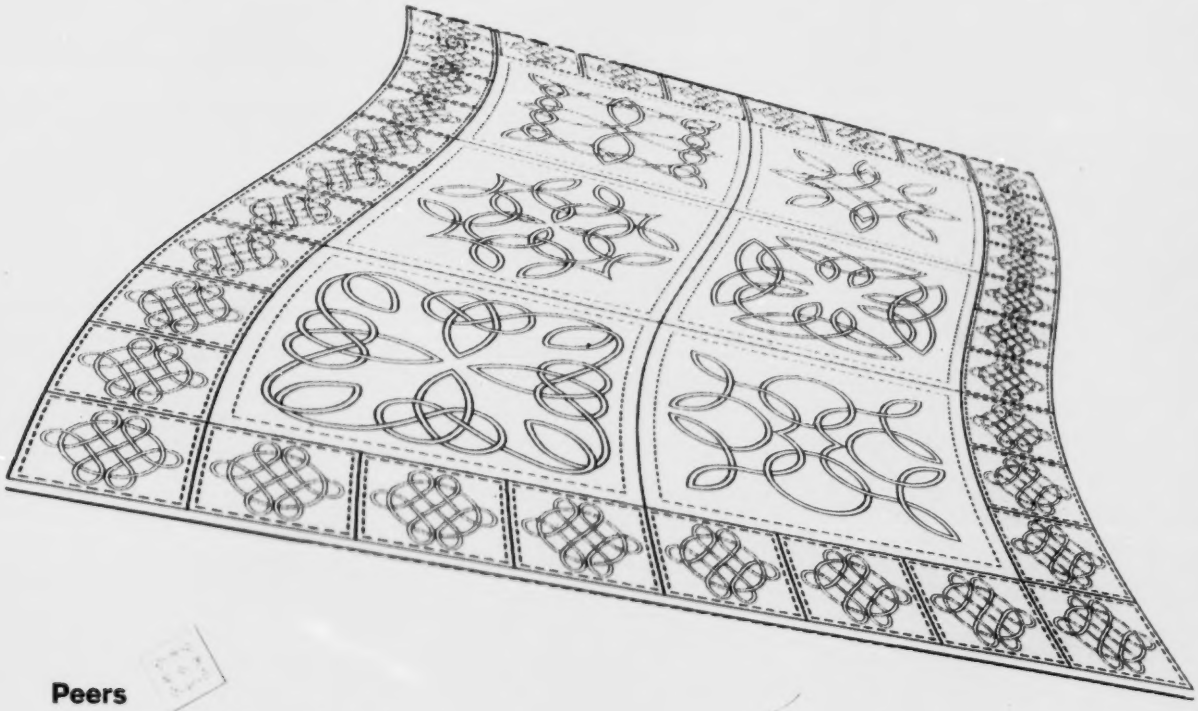
- Ancillary staff may include a guidance counsellor, school psychologist, physical therapist, occupational therapist, speech and language pathologist, and other specialists.
- Ensure functional approaches to addressing therapy needs in typical activities and interactions.
- Incorporate and integrate the PPP (Personal Program Plan) goals into the day-to-day activities of the student.
- Provide in-service in specific strategies and techniques.

Parents or a family representative

- Provide the vision, family values and priorities.
- Provide insight into the child's ability to function in other environments.
- Provide information with regard to the child's particular exceptional needs.
- Participate in planning, decision making, and problem solving.
- Communicate frequently with the classroom teacher.
- Support other team members.

Student

- Teach others to accept and value diversity.
- Be a member of the planning team.
- Be a member of the problem-solving team.
- Participate in the classroom and social activities.



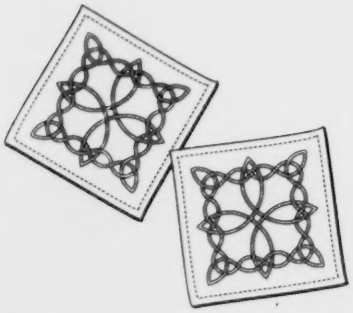
Peers

- Be a role model for students and staff.
- Be a member of the planning team.
- Be a member of the problem-solving team.
- Assist in the implementation of the program.

Administration

- Support inclusion efforts by providing resources, encouragement and recognition, and release time for planning and in-services.
- Provide for staff training and team consultative support.
- Assist in problem solving, especially with logistical and programmatic issues.
- Promote a positive attitude.
- Be a role model for students and staff.

PLANNING & Preparation



Getting to Know Each Other

Prior to welcoming a child with an exceptional need into the classroom, planning and preparation is required. When the initial word that a student with exceptional needs will be attending the class is received, and prior to establishing the inclusion team, a meeting with the parents and the student will provide an opportunity for the parents, the student, the classroom teacher and the special education teacher to get to know each other and to discuss the coming year. At this meeting the needs of each party should be addressed.

Parents need

- to meet the teacher.
- to be reassured that their child will be a valued member of the class.
- to be able to discuss their dreams and their fears and concerns.
- to be able to discuss their child's strengths, needs, likes and dislikes.
- to discuss expectations, plans and strategies to include their child in the regular classroom.

The child needs

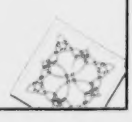
- to meet the teacher.
- to meet classmates.
- to see the classroom and school facility.
- to discuss expectations.
- to be given a safe environment and an opportunity to discuss dreams and fears, likes and dislikes, expectations and plans.
- to discuss and plan involvement with new classmates.

The classroom teacher needs

- as much meaningful information as possible from the parents, the child and special education personnel.
- background information with regard to the student's specific disability, strengths and needs. This description helps the teacher to understand the individuality of the student and the specific nature of the student's needs.
- information regarding support personnel, equipment or procedures which may be required by the student.
- a discussion of the different strategies which are to be used to promote the inclusion of the student. Each strategy should be discussed with regard to the purpose, the steps, who is responsible and the time-line for implementation.
- a discussion of the different roles and responsibilities of all of the people who may be involved in the process.
- the opportunity to address anticipated needs, fears and concerns. The different supports that may be needed as well as the types of in-services should be planned. This may change after the child is in the room. The teacher may require more or less in the way of support and education than initially predicted.
- constant support and opportunity to discuss needs.
- networking with other teachers who have experienced inclusion.

Classmates need

Although classmates will not be involved in the initial meeting where the student, parents and teachers first meet each other, their needs should be considered and plans made to address these needs so that they are prepared to welcome their new classmate into their class.



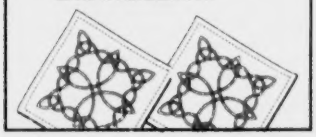
- to meet their new classmate.
- to be educated about the specific nature of their new classmate's disability.
- to be taught how to interact with, respond to and communicate with their new classmate.
- to be educated with regard to disabilities in general.
- to discuss expectations.
- to be given a safe environment and the opportunity to discuss their feelings.
- to be given opportunity to discuss and plan their involvement with their new classmate.

(Detailed suggestions for preparing peers is discussed under *Working With Peers*.)

Planning for the Child — The Personal Program Plan

The PPP includes:

- personal and educational data.
- identification of strengths, needs, learning style or preference.
- long-term goals and short-term objectives.
- general adaptations of curriculum, instruction, learning environment and evaluation which address the student's strengths, needs, and learning style or preference.
- descriptions of the provision of ancillary services - speech and language, physiotherapy, occupational therapy.
- planning for transition and instruction to prepare the student for future settings.
- processes for review and evaluation.



Each child with designated exceptional needs requires a Personal Program Plan (PPP), also known as an Individual Program Plan (IPP), or an Individual Education Plan (IEP). The PPP is a working document designed to describe the student's strengths, needs, goals and objectives as identified by the family representative, the classroom teacher, the special education teacher and by professional assessment in appropriate areas - intellectual, academic, behavioural and physical. The PPP is developed by the inclusion team each year. The PPP is never a finished document; it is updated and modified as the student's needs change.

Special education personnel will be well acquainted with the process of planning the personal program plan and will usually facilitate the process. She or he may have a personalized system or may follow a commercially available guide, such as the C.O.A.C.H., Cayuga-Onondaga Assessment for Children with Handicaps (Giangreco, Cloninger, & Iverson, 1990) to take the team through the process.

Making Action Plans — MAPs

A communication strategy found useful by many teachers to collect information prior to writing the PPP is called Making Action Plans, MAPs, (Forest & Lusthaus, 1989, 1990)

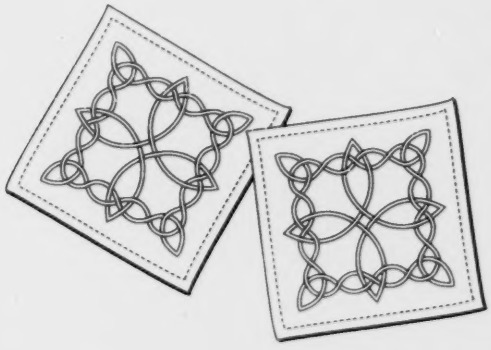
WHAT is it? It is a planning system used to facilitate full participation in the regular classroom for a child with exceptional needs. It is designed to help team members plan for the inclusion of the student into the regular, age-appropriate classroom. It is also used to help all those involved with the child to learn who the child really is.

WHO participates? The child, the family representative, the special education teacher, the classroom teacher, any support or ancillary staff, former teachers and some or all of the child's peers are involved in the process. Including all of the child's peers in the sessions gives each of them the opportunity to get to know their classmate as well as the opportunity to participate in their peer's program.

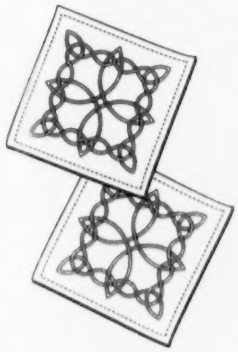
HOW is it done? The MAPs process requires two to three hours of time. It is usually facilitated by the special education teacher. The facilitator may choose to act as the recorder, or he or she may select one of the other participants to fill this role. The process consists of a set of seven questions designed to determine the strengths and needs of the particular student. The purpose of these questions is to generate the necessary information in order to develop a meaningful, individualized program which can be implemented with as much interaction as possible with the child's peers in the regular classroom.

The video "Kids Belong Together", available from the Saskatchewan Association for Community Living, demonstrates the MAPs process.

The inclusion team takes the results from the MAPs session and determines goals and objectives for the student. They then make concrete plans to incorporate these into the routine of the school day. The MAPs process may be repeated when new directions are necessary, as a periodic review, or when obstacles arise. (Appendix D provides detailed questions for the process.)



IMPLEMENTATION



Instructional Approaches and Strategies

Although a student may be identified as having exceptional needs, this does not mean that he or she cannot participate in the planned classroom activities.

In order to minimize the differences among students and better include all students, a more normalized approach rather than a specialized approach is recommended. The needs and skills of the student must be analyzed to determine if adaptations are required. It is important that decisions with regard to instruction are not based on assumptions, but rather on the needs, abilities, and goals of the student, as outlined in the PPP. In an inclusive classroom, the student participates as much as possible in as many activities, with the same materials, and in the same manner as the rest of the class. This is not always possible, but if one strives for this ideal, the more included the child will be.

A shift away from teacher-directed organization and delivery of lessons to that of teacher-facilitated, child-centred approaches is more conducive to individualized learning and peer interaction. The following strategies are methods which have been used successfully to include all students in classroom activities. These strategies are beneficial for all students, not only those who may have exceptional needs. When these approaches are used with the entire class, the student with an exceptional need is not singled out, but is an integral and active member of the class.

Strategies could include:

- Mastery learning
- Computer-assisted instruction
- Cooperative group learning

Time

New instructional approaches and planning for and providing adaptations require time and human resources to prepare the necessary materials. Some solutions to the age-old concern of too much to do and not enough time include involving:

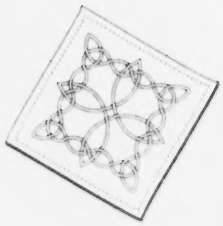
- parent volunteers
- educational assistant
- peers
- older students

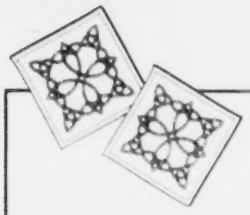
- Activity-based learning
- Resource-based learning
- Collaborative learning approaches
- Whole language strategies
- Differentiated instruction
- Skill Matrices

(More detailed information about instructional approaches and strategies is found in Appendix E.)

Working with an Educational Assistant

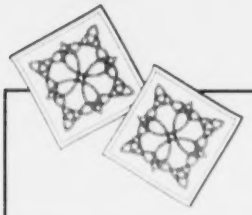
If the classroom teacher has the support of an educational assistant, EA, the benefits are significant. Programming can become more student oriented and flexible with the extra eyes, ears, hands and mind. The pupil-teacher ratio in the classroom is improved and more individualization can occur. The educational assistant is hired to meet the needs of specific students and/or program needs within the school. It is his or her role to support the teacher in order that all students' needs are met. The teacher is ultimately responsible for the education of all students.





Roles and Responsibilities

	TEACHER	EDUCATIONAL ASSISTANT (EA)
Key Roles	Responsible for planning for all students and for providing direction and guidance to the EA as to specific duties which will support and complement services to students.	To support the teacher in the implementation of programs.
Instructional	1. Design and deliver a well-planned, coordinated program for each child.	May provide input during the planning phase as a member of the inclusion team.
	2. Assess, set, and implement goals, plan instructional strategies, and materials.	Assist with the preparation of instructional materials.
	3. Provide the goals, teaching strategies, and evaluation criteria to EA for each lesson for which the EA is responsible.	Under the direction of the teacher, provide direct instruction to: • individual students • small groups • large group while the teacher works with individual students.
	4. Provide the EA with the materials and the manner in which the student is to be directed.	Provide reinforcement or drill following a lesson or assist with follow-up assignments.
	5. Evaluate student progress.	Provide the teacher with feedback regarding student performance.
	6. Train the EA to observe target behaviours.	Assist the teacher in observing, recording, and charting learning and behaviour. Make anecdotal records.
	7. Train the EA to implement behaviour management techniques.	Monitor behaviour management and maintenance following goals and techniques provided by the teacher.
	8. Provide the EA with goals and expectations for learning and behaviour.	Supervise in community settings.
	9. Provide EA with the necessary information regarding personal care needs. Also, notify the EA in good time with any change in the daily routine which may interfere with the schedule of personal care for the student.	Tend to the personal needs of the student when necessary.



Roles and Responsibilities

	TEACHER	EDUCATIONAL ASSISTANT (EA)
Management	1. Communicate with parents. Check with the EA to gain any information which may need to be shared with parents.	Provide teacher with feedback regarding student performance, and personal information which may need to be passed on to parents.
	2. Establish and clearly communicate to the EA a clear job description, student characteristics and goals, discipline procedures and class rules.	Communicate with the teacher to clarify duties, to understand student needs, and to support the teacher with regard to discipline and class rules.
	3. Manage and supervise work of the EA.	Follow teacher direction and expectations.
	4. Communicate with the EA regarding the EA's performance by providing positive and specific feedback.	Invite feedback from the teacher about performance. Offer suggestions to make the job run smoothly.
Non-Instructional	1. Include the EA as a team member by seeking the EA's opinions as he or she works closely with the students.	Participate as a team member by providing suggestions and feedback to the teacher.
	2. Provide training for the EA in such areas as expectations, teaching strategies, observing and recording behaviour, and the manner in which students are to be assisted.	Learn the expectations, philosophy and teaching styles of each teacher in order to support and complement the teacher for the benefit of all students.
	3. Conduct yourself professionally.	Conduct yourself professionally.
	4. Respect confidentiality.	Respect confidentiality.
	5. Be a model for the EA and students.	Be a model for the teacher and students.
	6. If working with students is not required all the time, the EA may assist by preparing adaptations to learning materials.	Prepare and adapt learning materials, and the learning environment.

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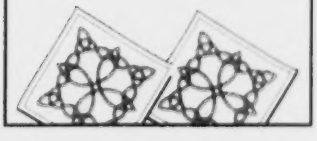
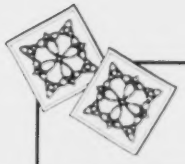
The specific role of the EA should be a mutual decision based on the local school board and the teacher organization's policies. Communication is the key to working successfully as a team.

Communication is most effective when it is:

- clear, concise, honest and frequent to ensure that all are striving for the same goals and to ensure that efforts are coordinated and enhancing.
- based on trust and respect, openness and acceptance.
- designed to keep each other informed - day-to-day operation, changes in schedule, special events, and student progress.
- based on a systematic format and occur regularly, at least thirty minutes each week. Ask administration, special education personnel, colleagues to release you to provide time. Be creative!
- encouraging and fostering an open and trusting relationship by using a problem-solving approach.





Concerns AND Advice

The EA assumes or is given exclusive ownership for the student's education.	The teacher controls the educational program, giving direction and evaluating the performance of the EA.
The EA becomes overprotective or over-involved. The physical presence of the EA can become a physical, psychological or symbolic barrier to peers and the teacher. The student and the EA become an "Island in the Mainstream". Also, when the EA does too much or is around too much, the student may "learn helplessness".	The purpose of EA support is to assist the student in gaining independence, increasing performance and developing friendships with peers. The teacher must delineate the EA's job as a support to the teacher and the class. The student does not need the EA's help all of the time. The EA should never perform or assist with tasks that the student is able to do independently.
The EA may be the least trained member of the team, yet may be asked to engage in the most complex work with the most challenging students.	The classroom teacher or the special education teacher must provide the necessary training in the techniques, strategies, and processes the EA is to use.
The EA is not included as a member of the team, even though the discussion of the team has a great impact on the EA's role.	Use effective teamwork processes in planning, delivering and evaluating instruction. The EA should be an equally valued and vocal team member.

Reflection

How can the needs of the individual student be met, without the EA providing direct, 1-1 intervention? Become creative to find ways to meet the needs of all of your students and by employing the EA in an effective and efficient manner.

Ideas:

Teacher with student, EA with class.

Teacher with small group, EA with larger group.

Teacher with half class, EA with half class.

EA with academically talented group to provide enrichment, teacher with rest of class.

Cooperative learning with differentiated instruction - Teacher and EA are supervisors.

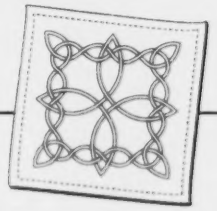
Peer tutoring - EA and teacher supervise.

Peers as assistants - scribe, read, answer questions, organization assistant, while the EA and the teacher supervise.

Paired or Reciprocal Learning - EA and teacher supervise.

EA assists large group with follow-up activities while teacher works with small group or individual students.

EA as observer for several students' behaviour.



In order to make the best use of an EA's time and skills, both the teacher and the EA must be well planned. To assist in the daily planning for the EA, some suggested methods follow:

1. The teacher's day book is used for both the teacher and the EA. The duties of the EA are marked with contrasting color.

2. The program material and lesson plans for the student or group that the EA is to work with is kept in a binder. The teacher and EA communicate before and after the

lesson, either verbally or in written form. This communication ensures the teacher is kept informed as to student progress and the EA is kept informed as to the specific methods and strategies to use with the student.

3. Use two day books. One book is for the teacher's daily lesson plans and the second book is the day plan for the EA. The EA may also use this book to record data on the student's or students' performance and behaviour.

4. Specific planning sheets for each activity may be used. These are designed to describe the class or group activity and then to outline the materials, objectives and the EA's specific role for each activity. An example of a planning sheet may be found in Appendix H, but such planning sheets may be designed to meet the specific needs of each teacher and EA team.

Working with Peers

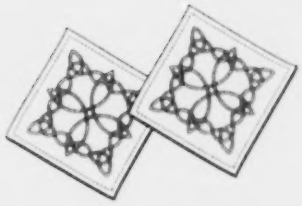
Peers are a readily available, but frequently untapped, resource in the classroom.

The role of peers in the successful inclusion of students with exceptional needs should not be underestimated. It is important to include peers in all phases of the inclusion process: preplanning, planning, and implementation.

The involvement of peers needs to be on going. Open communicating, valuing of diversity, fostering respect, fostering proximity, modelling, and establishing behavioural expectations all contribute to positive peer interactions.

Preplanning:

- Peers should be told in advance that there will be a new member of their class.
- Educate peers about the specific nature of their new classmate's exceptional needs.



- Teach peers how to interact with, to respond to, and to communicate with their new classmate.
- Educate peers with regard to disabilities in general.
- Introduce the Circle of Friends, a support network for the student with exceptional needs.

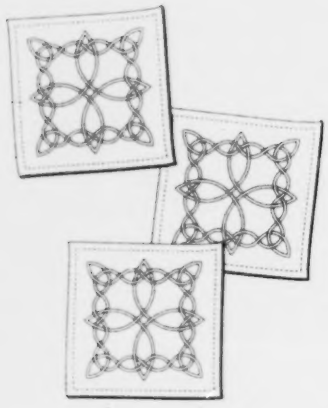
Planning:

- Include peers on the inclusion team.
- Include peers in the MAPs session. Including the entire class is very useful in helping all of the classmates come to an understanding about the nature of their classmate's exceptional needs, as well as helping them to see their classmate without the exceptional needs. See the section on the Inclusion Team.

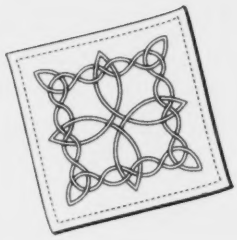
Implementation:

- Informally challenge peers to make adaptations where necessary.
- Include peers on the problem-solving team or create a TSAT, Teacher Student Assistance Team, to deal with concerns in the classroom.
- Include peers in instructional aspects. This collaborative learning approach is discussed under instructional strategies.

(Appendix G provides specific ideas to teach about disabilities.)



TRANSITION Planning



Planning for transition is the duty of the present inclusion team and the personnel from the next setting. The purpose of transition planning is to prepare the student and the personnel who will be involved with the student in the next setting. This planning occurs:

- prior to a student entering school.
- prior to a student moving to the next grade.
- when a student moves from one school to another.
- when a student moves from the school setting to adult life.

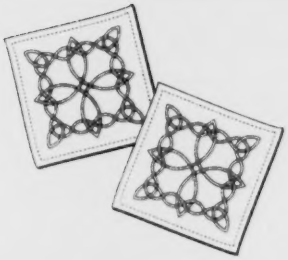
The planning meeting occurs two to six months prior to the move. The time is determined by the degree of difference between the present setting and the future setting. If the student is moving from grade four to five along with peers and remaining in the same school, the planning meeting would likely occur in two months prior to the move. If the student is moving from high school to adult life, more time is required as the transition is to a much different setting. Detailed transition planning in this situation should begin six months prior to the move. It is important to note that for many high school students the transition plan may begin one to two years prior to leaving the school system. This planning is reflected in the development of functional life skills and community-based instruction in leisure and vocational skills. The needs of the individual and the needs of the future personnel will also determine the time required to plan for the transition.

As in preparing the Personal Program Plan, the special education personnel will often facilitate the transition planning meeting. The special education personnel may have developed a transition planning process or may use a commercially available planning process such as the PATH - Planning for Alternative Tomorrows with Hope (Pearpoint, Forest, & O'Brien). Whatever the planning process chosen, the transition plan should include:

- a description of the future setting.
- a description of where the student is presently. This description includes the student's skills, the personnel required, and the setting.
- a description of the personnel required in the new setting.
- a plan of action for the next two to six months to prepare the student and the future personnel.
- identification of the persons who will be addressing each of the goals and the strategies to be used to address each goal.

Goals for future personnel provide the next classroom teacher and EA or employer with a description of the student's strengths and needs, a description of the student's disability, providing in-service with regard to working with an EA or adapting curriculum. Examples of goals for the student may be to meet the new personnel, to teach about expectations of the next setting, to see the facility if it is new, and to teach the appropriate social skills needed in the new setting.

THE SECONDARY School Setting



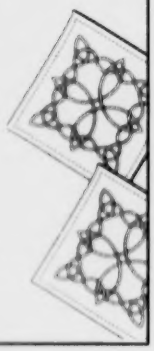
Inclusion of students with exceptional needs in the regular classroom is possible at all grade levels. All of the strategies mentioned in this document can be implemented at all grade levels. The secondary school setting may provide more hurdles than the elementary school setting, but these hurdles should not be viewed as barriers, but rather as challenges which can be addressed and overcome.

The secondary school setting often has several teachers per grade. This provides a logistical challenge to establishing a meeting time for the inclusion team. It is essential that all grade level teachers be members of the inclusion team. This ensures that all teachers are aware of and understand the nature of the student's exceptional needs and the student's strengths, have had input into the planning for the student, are able to identify their needs and have them addressed, understand the role of the EA and the resource room teacher, and that all are working toward the goals identified in the PPP.

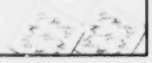
Reflection

Finding the time for all of the team members to meet together requires creativity and cooperation. Some suggestions which have worked in other secondary schools are to:

- meet before or after school. The facilitator of the meeting must ensure that the meeting is kept on topic and moves along quickly.
- meet during school time.
- meet during planned large group activities.
- meet during school board-supported networking time where substitute teachers are hired to cover classes.
- meet using a combination of in-school time and out-of-school time.



Examples of adaptations can be found in *The Adaptive Dimension in Core Curriculum* (Saskatchewan Education, 1992), *Instructional Approaches: A Framework for Professional Practice* (Saskatchewan Education, 1991), *Student Evaluation: A Teacher Handbook* (Saskatchewan Education, 1991), *Instructional Strategies Series, Nos. 1 - 18* (SIDRU and SPDU, 1991 - 1994), and in this document.



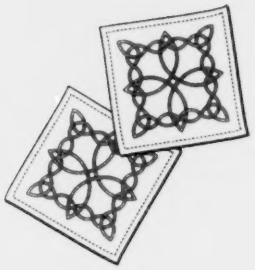
Teacher training for secondary school teachers, in the past, has been focused more on content than on process. This is changing, as is the focus of the new curricula. New curricula are based on foundational objectives and common essential learnings with the course content being the vehicle by which to teach the foundational objectives and integrate common learnings such as communication or critical and creative thinking. Students may require adaptations in the content, instructional strategies, the learning environment and evaluation procedures. It is the responsibility of the teacher to make the necessary adaptations to meet the needs of all students.

There will be students who will not be able to meet all of the foundational objectives, even with significant adaptations. When this occurs, it is the responsibility of the inclusion team, which must include the parents and the student, to determine the needs of the student and then to plan a modified, alternate, or functional integrated course. The student should remain in the regular classroom, as much as possible. The needs of the student and the objectives of the course will determine the best setting for instruction. It is also the responsibility of the inclusion team to select the courses which most appropriately meet the goals identified in the PPP.

The goal of education is to provide students with the necessary skills and knowledge to be as independent as possible in adult life. This goal can be met by ensuring that each student has equal access to a variety of teachers and teaching styles, social interaction with same-age peers, positive models of behaviour and communication, and exposure to a variety of courses.

Evaluation of the student's progress is based on the objectives identified in the PPP. He or she is graded as to his or her own program, effort, and progress. The selection of a variety of evaluation techniques will provide the teacher with the necessary information. The method of reporting the student's progress is determined by the inclusion team. It may be a written report or it may be the regular report card. If the regular report card is used, the teacher may wish to comment beside the grade: modified mark or supported mark (or whatever the case may be) to keep parents and the student informed as to the grade.

A NOTE To Administrators



Research has found that the attitude of the in-school administrator toward inclusion is one of the main factors in the success or failure of attempts to provide inclusive education (Bain & Dolbel, 1991; Perner, 1991; Porter & Collicott, 1992). The administrator's attitude influences the attitudes of others, therefore creating a climate of acceptance or of rejection.

An administrator who believes in inclusive education will:

- Make a commitment to inclusion. This commitment will be reflected in the school philosophy and policies and in the actions of the administrator. Inclusion should be on-going, planned, promoted, implemented and rewarded.

- Work to overcome fear and prejudices. This will involve the provision of resources, both print and human, to teach about inclusion, opportunities for open communication and opportunities for networking with others who have experienced inclusion.

- Involve teachers in the planning. Teachers need to be informed and to feel that they have opportunities to voice their opinions and to shape the school philosophy, policies and long-term plans.

- Address concerns and needs of teachers. Provide opportunities for teachers to voice their concerns and to discuss options to address them. Provide opportunities for teachers to communicate with each other as well as with those who have experienced inclusion. Provide resource materials, problem-solving sessions and networking time.

- Meet with teachers on a regular basis to listen, support, encourage, recognize and reward their efforts and contributions.

- Work to find the time and the resources necessary to support teachers in the classroom.

- Share experiences and assist in problem solving.

- Establish school-based teams and encourage collaboration, consultation and cooperation. Be an active member of these teams. Provide the necessary release time so that collaboration may occur. This may require creativity in the structuring of the school day.

- Encourage staff members to attend in-service sessions and to network with other teachers.

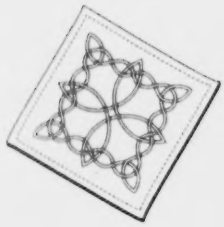
- Allow for changing job descriptions for special educators so that their role becomes that of a support to, a facilitator for, and a team-worker with the classroom teacher.

- Establish partnerships with parents and increase opportunities for parent involvement.

- Assign educational assistants to teachers. Try to avoid assigning the EA particular students. The EA should be interacting with all students.

- Reward successes and promote public awareness of the work that teachers are doing.

- Create a sense of community. Create an accepting and positive climate, one which encourages all members, administrators, teachers, parents, and students, to seek assistance, to collaborate, to be flexible, to take risks, to be creative and to be allowed to veer off the conventional path.



- Model the acceptance of all members of the school community.

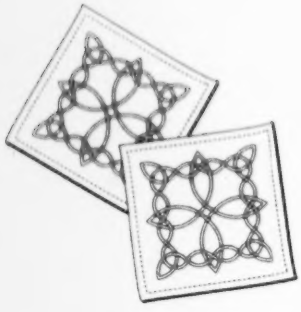
Conclusion

Conclusion

By approaching inclusion with a positive attitude, potential problems can become learning experiences. Inclusion is an on-going process which requires the adoption of a team approach to facilitate planning, adapting, supporting, encouraging, evaluating and problem solving. It requires the involvement and empowerment of peers in both academic and social learning. It also requires the adoption of the belief that all students belong, all can learn and contribute to society, and all students are of equal value as human beings.

In closing, the words of a mother, whose child with multiple disabilities was included in a regular grade 8 classroom, speak to inclusion:

"Not only did Sandy benefit from this but a whole generation. I can't express how obvious this is - the generation differences. The attitudes progressively get worse as the age of the generation increases. When downtown, the older generation treat Sandy as a baby or say nasty comments. The middle generation, my generation, appear to be tolerant but they don't know how to behave around someone with exceptional needs. Trying to ask your child to put up with some of it - you just can't do it. It is very hurtful. The younger generation is different, these students here have just jumped in and taken over. They don't notice my child's disability. That's where we all should be, isn't it? This is something that integration is important for in future generations. We should all be to the point where we don't see disabilities or different people. They are just another person. We should all be there. How nice for the children of today and for their children, who'll take it in stride and not be aware of the differences whether it be color, disability or anyone that is different. It should be there. We should all be there."



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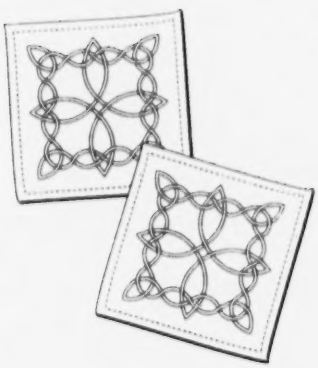

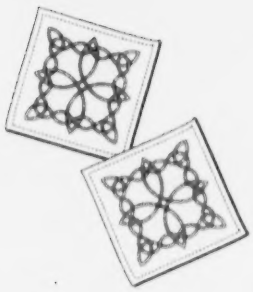

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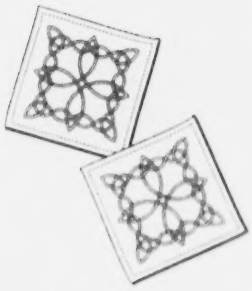
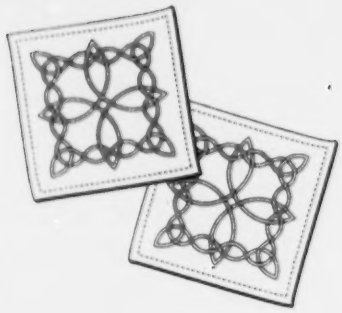


APPENDIX A

Definitions and Implications



These definitions and the classroom implications provide a general understanding of the nature of the various disabilities. Each child will present the teacher with a unique set of needs and the details of classroom implications will be determined by these needs. Further classroom adaptations and accommodations may be required.

Definitions of Categories of Exceptional Needs

Taken from the *Special Education Policy Manual*, Saskatchewan Education, 1996 and *Exceptional Children: Introduction to Special Education*, D. Hallahan and J. Kauffman, 1978.

Chronic Medical Disorder

A student with a chronic medical disorder has been assessed by a qualified medical practitioner who certifies that the student requires:

- medical procedures, excluding administration of medication only, to ensure the health and safety of the student while in school; or
- on-going special education interventions due to the student's limited school attendance for health reasons or because the condition adversely affects the student's educational performance at school.

Some examples of chronic medical disorders are juvenile-onset diabetes, muscular dystrophy, cystic fibrosis, severe asthma, congenital and acquired heart disease, childhood cancer, epilepsy, Crohn's disease, hemophilia and AIDS.

Orthopedic Disability

A student with an orthodpedic disability has a non-sensory, physical condition that:

- seriously affects educational performance;
- seriously restricts mobility or motor control within the school learning environment;
- seriously limits self-help activities; or

- limits the use of conventional transportation and/or requires specialized technological aids.

Examples are spina bifida, some forms of cerebral palsy, amputation, paraplegia, hemiplegia and quadriplegia.

Implications for the Classroom:

Implications for the classroom for students with Chronic Medical Disorders or Orthopedic Disabilities will be determined by the nature and the severity of the condition. The medical doctor, other medical personnel involved with the student, the parents, and the student will be able to provide the teacher with details about necessary changes in the environment, instruction, and expectations.

1. Good communication must be maintained with the parents/guardians with regard to the student's state of health and physical well-being.
2. Work with health professionals to incorporate the necessary accommodations and therapies into the daily class routine.
3. Develop a support system so that the student knows physical assistance is available when necessary.

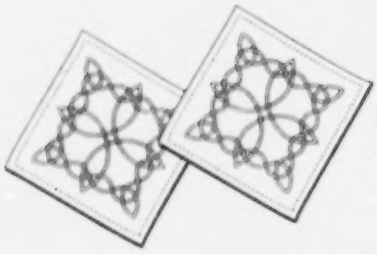
Deaf and Hard of Hearing

A student identified as deaf or hard of hearing has an audiological assessment that affirms:

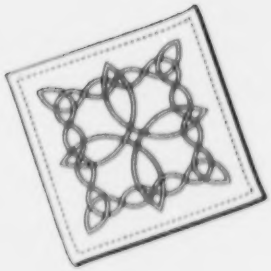
- a hearing loss in which the unaided average of the three most severe of the following frequencies (250, 500, 1000, 2000, 4000, 6000) is greater than 34 dB in the better ear; or
- a unilateral loss in which the unaided difference between the affected and unaffected ear is 50 dB or greater and where there is significant speech and/or language delay; or a cochlear implant.

The hearing disability may range in severity from mild to profound. A person who is deaf is one whose hearing disability precludes or prevents the successful acquisition of auditory language, with or without a hearing aid. A person who is hard-of-hearing is one who, with the use of a hearing aid, has sufficient residual hearing to enable the person to produce and process oral language.

Implications for the Classroom:



1. The student's seat in the classroom should allow him or her to make full use of both visual and auditory cues.
2. Auditory and visual distracters should be kept to a minimum.
3. To enhance lip reading opportunities those speaking in the classroom should face the student, keep movement to a minimum, and speak naturally.



4. New vocabulary should be introduced both orally and in writing. It is also helpful to provide the student with new vocabulary in advance.
5. Encourage the student to ask questions.
6. Use a multi-sensory approach to presenting lessons.

Intellectual Disability

The American Association on Mental Retardation defines an intellectual disability as "substantial limitations in present functioning. It is characterized by significantly subaverage intellectual functioning, existing concurrently with related limitations in two or more of the following adaptive skill areas:

- communication
- self-care and home living
- social skills
- community use
- self-direction
- health and safety
- functional academics
- leisure
- work.

It manifests before the age of eighteen."

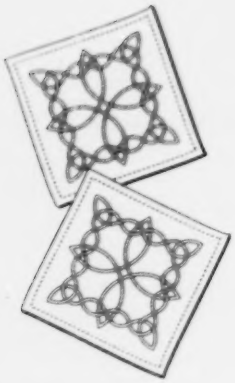
Implications for the Classroom:

1. Tasks and concepts to be learned are best broken into smaller steps.
2. Provide frequent feedback and reinforcement.
3. Allow for frequent review.
4. State behavioural expectations clearly and concisely, and apply them consistently.
5. It is helpful to teach communication, social and vocational skills in the context in which they are to be used, rather than in contrived situations.

Visual Disability

A student with a visual disability has:

- a measured loss of central visual acuity that may vary from total blindness to 20/70 or less in the better eye with correction; or
- a field of vision no greater than 20 at the widest diameter.



Implications for the Classroom:

1. Foster independence.
2. Use a multi-sensory approach to presenting lessons.
3. Develop a support system so that the student knows physical assistance is available when necessary.
4. Room arrangement should be conducive to ease of movement.

Severe Social, Emotional or Behavioural Disability

A student with a severe social, emotional or behavioural disability:

- has a persistent behaviour problem that is not the result of a particular situation or context;
- displays behaviour so profoundly inappropriate that it seriously interferes with the educational process and progress of self and/or others; and
- exhibits behaviour that differs markedly and chronically from current social, cultural, community, or age appropriate standards.

Implications for the Classroom:

1. Set clear and specific classroom rules.
2. Consequences are appropriate and consistently enforced.
3. A behaviour support team is in place to assist the teacher when the inappropriate behaviour of the student is causing interference in the classroom.

Multiple Disability

A student with multiple disabilities is identified as having two or more of the above disabilities. Students who have problems associated with autism are also identified under this category.

Learning Disabilities

A student with a learning disability has a discrepancy between ability and achievement in one or more of the following skill areas:

- reading
- writing
- language acquisition

- mathematics
- reasoning
- listening

The discrepancy is not primarily the result of a visual, hearing, or motor disability; emotional, social, or behavioural disability; or environmental, cultural, or economic disadvantage.

A student with a learning disability may perform poorly on tasks requiring:

- information processing
- memory
- focused attention
- organization

Learning disabilities are believed to be due to central nervous system dysfunction.

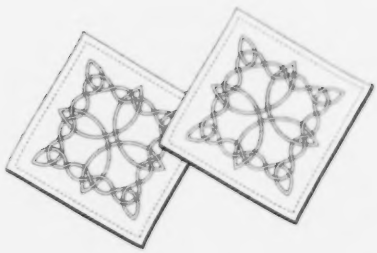
Implications for the Classroom:

1. Provide clear instructions.
2. Provide advanced organizers for the unit or lesson.
3. Provide and assist the student in using organizational systems for notes, projects, and assignments.
4. Use a multi-sensory approach to instruction.
5. Provide choices with regard to assignments.
6. Highly distractible or active students may require a quiet work place as an option.

Speech or Language Disorders

A student with a speech disorder:

- demonstrates speech sounds that are omitted, substituted, added, distorted and which are significantly different from chronological and developmental peers.
- may also demonstrate a voice disorder where pitch, loudness, and quality are abusive to the vocal mechanisms or are esthetically displeasing to the speaker or the listener.
- may also demonstrate a disorder of speech flow which includes sequence, rhythm, duration, rate, and fluency.



A student with a language disorder has an impairment in the ability:

- to formulate language
- and/or understand language.

Implications for the Classroom:

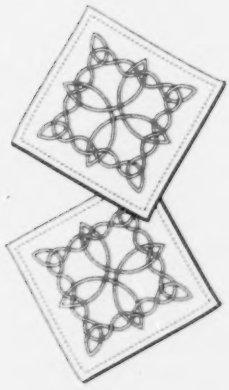
1. Incorporate the goals and the techniques provided by the speech and language therapist.
2. Use a multi-sensory approach to instruction.
3. Provide choices with regard to assignments.

Gifted Learners

A student identified as gifted demonstrates high performance or shows potential through advanced development in one of the following areas:

- specific academic aptitude;
- advanced thinking ability: advanced insight; outstanding imagination; intense interest in one or more fields of achievement; original, innovative or creative thinking; logical and analytical reasoning power; critical thinking; abstract concept manipulation; and advanced capacity for problem-solving;
- visual or performing arts ability: affective as well as cognitive performance in areas such as art, drama, dance, music, speech, or language;
- psycho-motor ability: high ability or attainment in the gross or fine manipulative activities; and
- psychological and cultural leadership ability: the capacity to empathize, commit intensive amounts of energy and time to altruistic purposes, foster multicultural and global understandings, and promote ethical responsibility through a variety of psychosocial-cultural contexts.

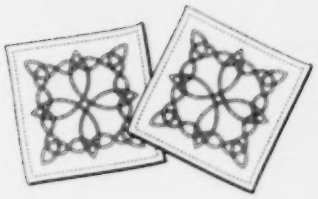
Implications for the Classroom:



1. Allow choices in assignments.
2. Employ the resources of the school and community to the advantage of the student.

APPENDIX B

Words With Dignity



Reprinted with permission from the Active Living Alliance for Canadians with a Disability.

People with a disability can and should be described in words and expressions that portray them in an appropriate, positive, and sensitive manner. The following guidelines are suggested preferred by some 200 organizations that represent or are associated with Canadians with a disability.

Please remember:

Describe the person, not the disability; refer to a person's disability only when it is relevant. Avoid images designed to evoke pity or guilt.

If in doubt, ask. People with a disability will be more than willing to help you.

Instead of...	Use...
Disabled	Person with a disability
Invalid	Person with a disability
Crippled by, afflicted with, suffers from ...	Person who has ... or person with ...
Lame	Limited mobility
Confined, bound, restricted or dependent on a wheelchair	Wheelchair user
Normal	Able-bodied or non-disabled
Victim, sufferer	Person with a disability
Cripple	Person with a disability
Deaf and dumb, deaf mute	Person with hearing and/or speech impairment; or person who is deaf
Retarded, mentally retarded	Person with a mental handicap or person with an intellectual disability
Spastic (as a noun)	Person with Cerebral Palsy
Deformed, congenital defect	A person born with ...
Physically challenged	Person with a disability

The terms paraplegic, quadriplegic and amputee are used and accepted by persons with those disabilities.

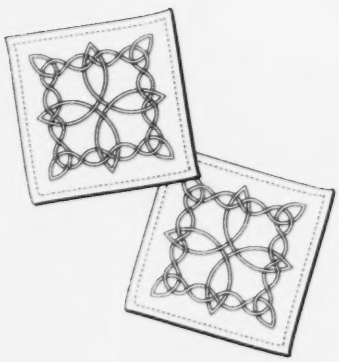
APPENDIX C

A Specific Kind of Team — The Problem-Solving Team

Although it is the role of the inclusion team to support each other and to solve problems, some schools have adopted the model of an in-school problem-solving team. The concept of problem-solving teams is based on the fact that classroom teachers need support if all students are to be included in the regular classroom. The team consists of classroom teachers and special educators working together to address academic or behavioural concerns which may arise in the classroom. This approach is not limited to students who are identified as having exceptional needs and can be used for all students and all concerns.

Several models exist, such as the Teacher Assistant Teams, TAT (Chalfant, Pysh, & Moultrie, 1979), Teacher Support Teams, TST (DeBoer, 1990), Problem Solving Teams (Porter, Wilson, Kelly & den Otter, 1991) and Collaborative Problem Solving (Salisbury & Palombaro, 1992). Although, these models differ slightly in the details of implementation, they all function on the same basic principles and format.

The problem-solving team may be a pre-established group who remain on the team for the school year. It may also be operated on a "revolving door" basis where specific teachers, or teachers and students, are invited to sit in on a particular problem-solving meeting. Using the revolving door format, participants are chosen based on the nature of the problem. Teachers who have dealt with a similar problem, have taught the child before, or have expertise in a particular area may be invited to attend the meeting.

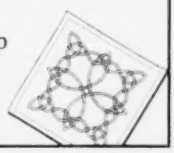


The teacher with a concern, academic or behavioural, contacts the special education teacher and requests a meeting. They then discuss who should attend if there is not a pre-set team. Invitations are extended.

The meeting follows several steps. The steps and rules are also adhered to so the participants are able to feel comfortable and secure, and to ensure possible solutions are determined within a short period of time, within one-half hour.

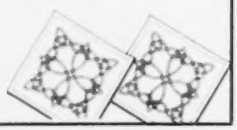
Steps to Problem-Solving

- Presentation of concern
- Description of situation
- Clarification
- Brainstorming for solutions
- Selection of "Best Fit" solution
- Identification of supports
- Follow-up



Timing is important. You might try this during:

- common planning periods
- release time from classroom duties when administrator, special education personnel, ancillary personnel, or fellow teacher covers class
- staff development days
- scheduled large group activities
- early dismissals
- a combination of in-school and out-of-school time



Steps to the Problem-Solving Meeting

A facilitator for the meeting is chosen by the classroom teacher and the special education teacher. It is often the special education teacher who assumes this role. The facilitator then invites three or more others to attend the meeting. Participants are best briefed on the problem prior to the meeting. This is often accomplished by providing each participant with a short, written description of the student and the concern. At the meeting it is the facilitator's responsibility to keep the meeting to thirty minutes and to keep everyone on-task. One member is selected as the recorder.

Stage 1

The facilitator states the reason for the meeting, outlines the process to be followed, and the concern of the teacher.

Stage 2

The teacher provides a brief, oral statement which summarizes the concern.

Stage 3

Team members ask questions of the teacher to provide details regarding the concern.

Stage 4

The facilitator uses a round-table brainstorming approach to generate suggestions for the teacher's consideration. Brief statements are encouraged. Team members direct statements to the facilitator, not to the teacher. The teacher does not interact with others during this stage.

Stage 5

The facilitator reviews suggestions and strategies with the teacher, then asks the teacher to select those which appear most helpful. At this time, the teacher may ask for further clarification regarding the ideas generated by the group.

Stage 6

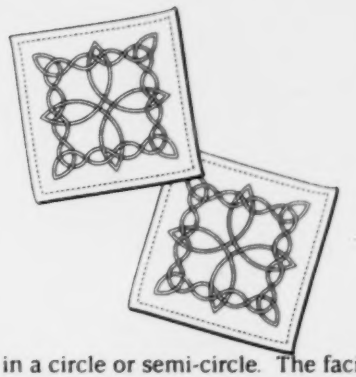
The facilitator then asks the teacher to determine what support may be necessary in the implementation of the selected strategies. Team members are asked to provide the necessary support.

Stage 7

The facilitator thanks the team members. A follow-up meeting date is set.

APPENDIX D

MAPs Procedures



The group sits in a circle or semi-circle. The facilitator directs the questions and the responses are recorded so that all may see. The atmosphere is open and accepting of all responses, similar to brainstorming sessions. Following is a list of the seven questions to be asked. Insert the child's name in the blanks.

1. What is _____'s history? The family representative responds to this question.

2. What is your dream for _____? The family representative responds to this question.

3. What are your fears for _____? The family representative responds to this question.

4. Who is _____? This is a brainstorming question for the entire group. This question is asked in order to bring out the child's personality, likes, dislikes, hobbies, et cetera.

5. What are _____'s strengths, talents and gifts? This is another brainstorming session as in question four.

6. What are _____'s needs. This is another brainstorming session.

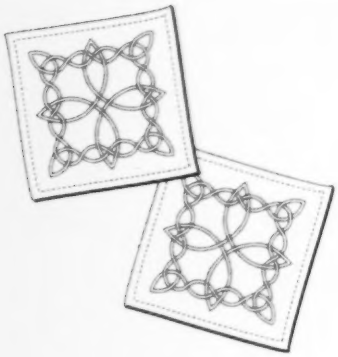
7. What would an ideal day for _____ look like? What do we need to do to make this real?

These questions require the group to go through the regular class day, step by step, and to analyze the student's needs and strengths to determine how they may be incorporated into the day. This process gives the planning team a good picture of the student as they and others see the child. This step may be done in small groups.

One final request is made of the participants in the session. Feedback about the session is requested using the phrase, "MAPs, in a word..." . This provides the team with the opportunity to hear the feelings of the other team members, both positive and negative. If concerns or negative feelings exist, the team can then take the necessary action in order to alleviate these concerns and to provide the support necessary to anyone who may be feeling apprehensive.

APPENDIX E

A Guide To Strategies



1. Mastery learning

The concept of mastery learning is based on the assumption that all children can learn, given appropriate materials and time. The mastery learning model includes the administration of a pretest to determine student knowledge or skill level. The next step is to identify, for each student, the learning objectives. The objectives will state the mastery criteria for each child. Following the establishment of objectives, students are provided instruction and practise time with frequent feedback about progress. Some students will require significant instruction and time to reach the personal mastery level stated in the objective.

This approach allows students to work individually, in pairs or groups on individualized objectives. Students may be working on different levels of skills or sets of knowledge. This approach works well for skills and knowledge which require rote memory or practise. Math facts, spelling, the memorization of formulae or dates, skill development in physical education are examples where mastery learning is appropriate.

2. Computer Assisted Instruction

The computer can be used for the entire class or for individuals. It can be used to assist with instruction in several ways: to present new information in a tutorial setting, to present information in simulations for concept learning and problem solving activities, as a drill and practice tool, and as an alternative mode of communication.

3. Cooperative Group Learning

This approach involves the creation of groups whose members are interdependent upon one another in order to achieve the group learning goal. Groups can be formed based on interest, randomly selected, or carefully selected to ensure each group is heterogeneous with regard to ability, race or gender. Members of each group share the labor required to reach the group goal. This strategy allows teachers to establish individual goals for students with a variety of skills and abilities while the group works to achieve a common goal. Student goals may be academic or social. (More information on this approach can be found in *Instructional Strategies Series No. 5*.

Opening the Door to Cooperative Learning, SIDRU/SPDU, and in Johnson & Johnson, 1987 and Slavin, 1983.)

4. Activity-based learning

Learning centres, learning packages and learning contracts are examples of child-centred, experiential learning techniques that readily lend themselves to the diverse abilities of students in the regular classroom. In these approaches students direct their own learning by making choices about the activity and content they wish to study. Individualized learning objectives are easily embedded into the general concept of the activities available to each student.

Learning Centre - A learning centre provides the student with a choice of activities, the instructions to complete each activity, the materials to complete the activity, and a record-keeping system to record completed activities.

To develop a centre the teacher:

- Determines the purpose.
- Provides a wide variety of activities from which the students may choose. These activities should vary in the level of difficulty as well as in the mode of information processing and student presentation of learned concepts.
- Assembles the centre and provides the necessary materials.
- Provides a clear set of directions, record-keeping system, and method of evaluation.

Learning package - A learning package is a comprehensive, student-directed set of assignments and activities. The package includes the rationale for the activities, a list of objectives written so that the student will understand what is to be learned and a set of activities with options for student choices. The package is designed to be worked through independently, so the instructions must be clear. The package may be broken into sections with pre- and post-tests for each section to guide the student in making choices. The sections are placed in the order in which they are to be completed. A record-keeping system must also be included in the package. Several learning packages covering different concepts may be used at one time in the classroom, allowing students to self-direct their learning.

Learning Contract - A learning contract is an agreement between the teacher and the student, and sometimes the parents, about the work that is to be accomplished within a set period of time. The contract includes a time-line and an outline of the work to be completed. It may also provide choices about activities, examples of completed work, testing, and record-keeping systems. The student and the teacher complete the contract together and both sign the completed form. Periodic feedback and review are necessary to ensure students are meeting expectations.

(For more information on activity-based learning see *Instructional Strategies Series, No. 14: Centred on Students*, SIDRU/SPDU.)

5. Resource-based learning

Resource-based learning is an instructional approach that provides students with a wide range of appropriate print, non-print, and human resources and also provides the instruction necessary to use these resources to their fullest. The diverse learning needs of students can be met using this approach as it incorporates a variety of resources and strategies. When used with the entire class, all students are using different resources and no one is singled out. (For more information see *Instructional Strategies Series No. 8: Where Did You Find That? Resource-Based Learning*, SIDRU/SPDU.)

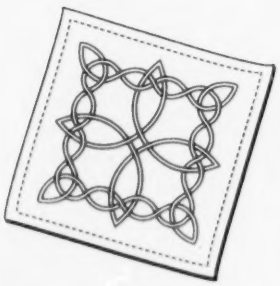
6. Collaborative Learning Approaches

The collaborative learning approach is a method of cooperative learning which requires students to work in pairs for a variety of purposes. The teacher "utilizes peer power" to increase the individualization of the program. Collaborative approaches provide opportunities for peers to interact and to build academic, social and vocational skills. Research shows that both members of the partnership benefit, even if the partnership is a helper/recipient relationship. These systems may be formal or informal in the use of peers to assist each other with their learning. Authors who have done a great deal of work in the area of collaborative learning are Anita Archer; Jaqueline Thousand and Richard Villa; M. McNeil, K. Stahlbrand, and A. Armstrong. (More information may also be found in the SIDRU and SPDU document, *Picture Peer Partner Learning*, Instructional Strategies Series No. 10.)

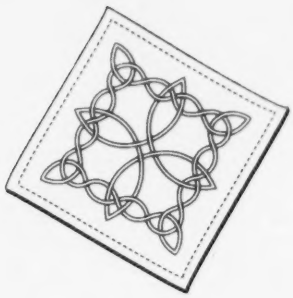
Paired learning - Pairs work together to assist each other in the completion of an activity and to help each other with any problems which may arise. The two may or may not be working on the same task.

Peer modelling - Peers help teach specific skills such as social skills or the operation of equipment such as in science or computer laboratories.

Peer support network - This approach is used to help students who may require physical assistance in the classroom and during non-instructional time. There are usually two or more peers involved in the network to provide assistance to a classmate with exceptional needs. Pushing a wheelchair; opening doors, lockers or desks; removing outer clothing or putting it on are just a few examples of the physical assistance which a student may require. Peers in the support network may also provide social assistance, especially during non-instructional times such as recess, breaks and lunch breaks.



Process Partners - Students reflect and discuss a question posed by the instructor, answer each other's questions, and check for understanding of concepts presented in the lesson.



Partner Interviews - Partners interview each other about the concept to be presented in a lesson or following a lesson as a form of review.

Coaching Partners - Partners help each other in recalling and in learning information by assisting with practise, using manipulatives and other learning materials.

Check and Compare - Peers observe each other perform a procedure, check completed assignments and compare answers to questions for the purpose of mastering the material.

Paired Reading - Students enlist their partner's assistance with reading material which may be difficult. When the student encounters a section which may pose a problem, the pair read the section aloud together.

Companion Reading - Partners take turns reading aloud to each other, questioning each other about the meaning of the passage and checking for understanding.

Response Partners - During the instruction of a lesson, whenever the teacher asks a question of the class, the students work together with their partners to respond. One member of the pair will state the answer to the other. The second member adds to the response. The pair then checks their answer with a text, notes or another pair. Response partners also engage in brainstorming activities during the presentation of a lesson when directed to do so by the teacher.

Partner Conferencing - Following creative writing activities or other written projects, students share the draft copy and work together to edit the work.

Cooperative Partners - Each student is assigned a partner who can be called on during independent work times. The role of the partner is to assist when a problem occurs, such as not understanding a question on an assignment, encountering a word which is difficult to read, or being unsure as to how to spell a word. In this arrangement, the partner does not provide the answer, but guides and encourages the partner to find the solution.

On-Task Partners - As the teacher is giving directions or presenting a lesson, the on-task partners periodically check on each other to be sure the focus is on the teacher. Pairs develop a quiet, simple cue to assist each other to stay on task.

In-class Partner - Partners are responsible for collecting handouts, newsletters, and assignments when the second member is absent.

Reciprocal Teaching - Students work in partners. Following a direct instruction lesson by the teacher, the students work in pairs to review the lesson. One student becomes the tutor and the second student becomes the tutee. The tutor reviews the lesson concepts by explaining them to the tutee. The tutee's job is to question or clarify. The partners then reverse the roles and repeat the process.

Peer Tutors - Peer tutoring is a more formal means of establishing the need to interact. Many benefits occur for both tutee and tutor. Improvements in communication skills, learning and self-esteem for

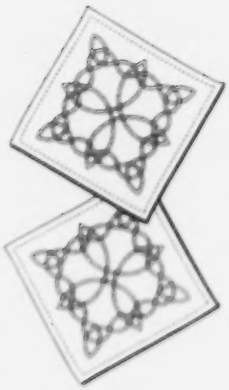
both have been reported (McNeil, et al, 1989; Stone & Campbell, 1991; Villa & Thousand, 1992). Peer tutoring provides opportunities for individual attention, enrichment, and improved organizational and problem-solving skills.

Setting up a peer tutoring program requires organization and planning. Training the tutor in the instructional process is necessary and may be done by the special education teacher, classroom teacher or educational assistant.

Steps to Organize and Manage a Peer Tutoring Program (McNeil et al, 1989)

1. Pre-establish instructional objectives in a specified sequence.
2. Establish an on-going record-keeping system.
3. Develop pre-tests and post-tests.
4. Gather appropriate instructional materials and select appropriate teaching procedures.
5. Train the tutor in:
    - establishing rapport
    - presenting a lesson
    - securing tutee attention
    - giving clear instructions
    - giving praise, reinforcement and corrective feedback
    - giving cues and prompts
    - staying on task and pacing the lesson
    - judging mastery
    - record keeping
6. Monitor the program.
7. Evaluate the program.

These steps are further explained in the document entitled *Increasing Student Productivity Through Peer Tutoring Programs* by McNeil et al, (1989). Also included in this document are sample copies of forms which may be used in a peer tutoring program. It is available by writing to the Center for Developmental Disabilities, University of Vermont, 499C Waterman Building, Burlington, Vermont, USA, 05405.



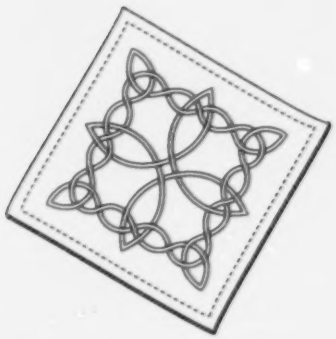
7. Whole Language Strategies

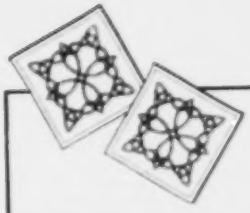
Strategies associated with whole language accept the diverse communicative skills and abilities of students and allows each student to work at her or his level. The whole language approach and the use of themes in the classroom allows the teacher to integrate reading, writing, speaking, and listening with the content areas to meet the needs of all students in the classroom.

8. Skill Matrix

Rather than a curricular subject, the routine of the classroom day is an important tool that can be used in the programming for students with exceptional needs. This strategy is often used for social and behavioural goals, but may also be used for academic learning. The benefit here is that natural cues, rather than contrived cues, exist and the learning occurs in the context in which the skill is to be practiced.

To prepare a skill matrix, the inclusion team will analyze the goals of the PPP and the routine of the school day to determine which goals can be incorporated into the daily activities such as arrival at school, lunchtime, curricular areas, and so on. The classroom routine is written across the top of the page, including activities and times, and the goals of the student are then written in a column, down the left side of the page, thus creating the matrix. Within the areas created by the rows and columns, the specific activities that the student is to perform are written. The matrix is now the plan for the day whereby various goals can be met.



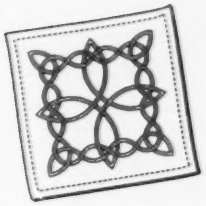


Skill Matrix

Student Objectives	Arrival	English	Math	Phys. Ed.	Computer	Social	Break	Lunch

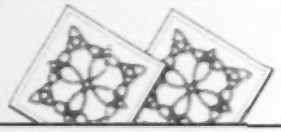
APPENDIX F

Differentiated Instruction



Rationale of Differentiated Instruction:

- encourages the inclusion of all students.
- addresses different learning styles.
- allows the teacher to reach all of the students some of the time.
- allows for diversity among students.
- fosters social relations and self-worth.
- meets social, emotional and academic needs.



Differentiated Instruction (Also known as Multi-level Instruction or Adapted Instruction)

Differentiated instruction is an approach to planning where one lesson is taught to the entire class while meeting the individual needs of each child. This approach allows the student who may have exceptional needs to have their needs met while participating in the same lesson as their peers. The teacher weaves the individual goals into the classroom content and instructional strategies.

Each Lesson:

- has a definite goal for all students.
- includes a variety of teacher techniques aimed at reaching students at all levels.
- considers students' learning styles in lesson presentation.
- involves all students in the lesson through the use of questioning at different levels of thinking
- allows for those students requiring adjusted expectations.
- provides choices in the method students will use to demonstrate their understanding of the concepts.
- accepts that different methods are of equal value.
- evaluates students based on their individual differences.

Steps to Planning Differentiated Instruction:

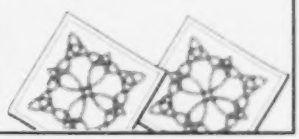
1. Determine concepts, foundational objectives, common essential learnings and personal goals and objectives.
2. Determine the method of presentation.
3. Determine the method of student practice.
4. Determine the method of evaluation.

Step 1. Determine concepts, foundational objectives, common essential learnings and personal goals and objectives.

a. Identify the main concept, foundational objectives and common essential learnings that all students are to learn by the end of the unit or lesson.

For easy access to organized materials:

- place drawers beside desk
- use soup can for pencils
- provide bookends
- tie pencil to desk
- attach pencil to student with extension key ring
- have list of items to complete on desk
- have timetable on desk
- reduce excess materials on desk
- colour code notebooks or duotangs
- have student come in early to go over day plan
- provide headphones to quiet outbursts
- sit on mat or chair during group floor activities



b. Identify the objectives for the unit or lesson.

c. Assess the ability of the student with exceptional needs to meet each objective.

d. If the student is unable to meet the objective as it is, determine the adaptations necessary to help the student meet the objectives (Steps 2, 3 and 4) or adapt the objectives.

e. Identify objectives specific to the student.

Steps 2, 3, and 4. Determine the method of presentation, student practice, and evaluation - The concept is presented in such a way that all students are able to gain varying degrees of knowledge based on their level of understanding. Allowances for student assignments and evaluation are based on student need. In determining the method of presentation, student practice, and evaluation, the teacher must consider:

- the learning styles of each student - auditory, visual, kinesthetic, tactile
- the different levels of thinking and questioning (Bloom's Taxonomy)
- any differentiated participation which may be required, based on students' skill levels.

Adaptations to instruction can be made by:

1. Adapting goals and objectives:
   - assign less work
   - reduce number of concepts to be learned
   - select concepts that relate to the student
   - emphasize functional tasks
   - same work, different concept
   - remove time constraints
   - attain goals with assistance

2. Adapting the environment.

   Position in room:
   - consider student's senses - vision, hearing, touch, smell, physical ability
   - sit at front of room, back of room, away from noise, beside teacher, change lighting (light on desk, back to window...)
   - cooperative grouping
   - seating at desk: physically comfortable, conducive to working
   - provide necessary supports:
     - wheelchair accessible
     - flip up desk
     - tilt-top desk
     - larger table

- stand at desk
- extra lighting
- feet supported

3. Adapting materials.

Student materials:

- overhead sheets over text books to allow writing
- low vocabulary books
- audio cassettes
- video cassettes
- computer
- calculator
- manipulatives
- pictures
- notebooks/duotangs
- photocopy of notes
- number or alphabet lines on desk or on notebooks

Adapting page set-up:

- use line indicators
- highlight directions
- different types of paper - graph, mid lines, raised lines, red and green lines
- greater contrast ink
- provide more space for answers
- post-it-notes
- cover sections of test/sheets, or cut sheets and give student only one section at a time

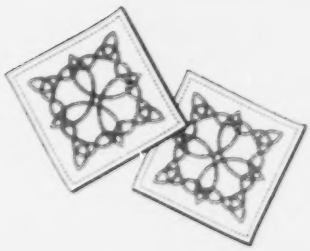
Adaptive devices:

- scissors
- chalk holders
- pencil grippers
- highlighter
- bingo markers
- stamps and stamp pads
- dycem (non-slip matting)
- recipe stand to hold books
- vegetable bins to hold materials at desk
- erasable pens
- corner pouches to hold papers down
- "sticky-tack" to hold papers on desk

4. Adapting presentation of lesson.

Teacher presentation:

Differentiated participation - The student may participate in the same activity in the same way as his or her peers or may participate using the principle of partial participation or differentiated participation. Using this principle, the student participates even if she or he cannot do all of the activity or do it in the same manner as the other students. The student may participate using adapted materials, adapted rules, personal assistance or adaptive devices which allow active and meaningful participation in the activity.



Bloom's Taxonomy

Knowledge - Requires short-term memory in order to repeat information

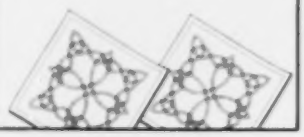
Comprehension - Requires rephrasing or explaining information

Application - Requires the application of knowledge to determine answer

Analysis - Requires identifying motives or causes, drawing conclusions, or determining evidence

Synthesis - Requires making predictions, producing original communications or problem solving with more than one possible solution

Evaluation - Requires making judgements or offering supported opinions



- use hand signals or sign
- repeat instructions
- use variety of levels of materials for whole group
- modify pace
- stand close to student
- modify tone of voice
- speak clearly, face students
- photocopy information
- write instructions on board or on post-it-notes for student
- ask student to repeat instructions
- team teaching
- have a peer repeat instructions
- webbing
- demonstrate/model, act out instructions
- highlight key points
- complete first example with student
- simplify instructions
- break information into sections or steps
- record instructions
- always put instructions in the same place
- videotape lesson
- use pictures for concept or for instructions
- use concrete materials
- use contrasting colors of chalk, pens
- give structured overview, have students fill in blanks, jot notes, etc. while listening
- provide additional time to preview materials, complete tasks, take tests
- use multi-sensory information delivery:

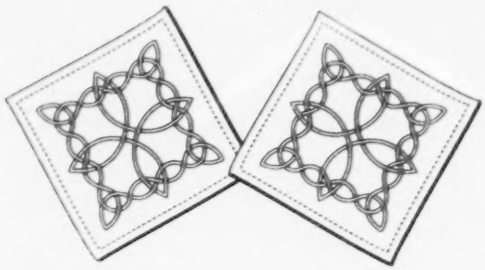
Visual	Auditory	Others
bulletin boards	radio	taste
banners	tapes	smell
posters	records	temperature
television	television	motion
slides	lectures	touch
filmstrips	debates	
flashcards	discussions	
transparencies	field trips	
drama	drama	
graffiti	readings	
comics	interviews	
objects	letters	
community events	concerts	

- adapt level of questioning - Bloom's Taxonomy
- involve students in presentation:
  - concept mapping
  - cooperative learning
  - brainstorming
  - webbing
  - peer teaching, reciprocal teaching, peer partners, paired learning, coaching, cross-age and same-age peer tutors
  - mentorship

5. Adapting method of student practice: Where possible provide guided choices for mode of practice. Use Bloom's Taxonomy and the principle of differentiated participation for planning activities.

   Methods of student practice.

Verbalize	**Write**	**Create**	**Perform**	**Solve**
oral report	theme	diorama	role play	puzzles
panel discussion	research paper	collage	drama	mazes
debate	report	scroll	concert	problems
discussion	workbook	painting	model	equations
games	chalkboard	model	music	riddles
brainstorm	poems	graph	dance	games
oral questions/ answers	essays	pictograph	pantomime	brainteasers
telephone	stories	mural	puppet	scavenger hunt
interviews	diary	maps	radio	charades
commentary	books	models	portraits	
	plays	games		
	timelines	food		
	cookbook	banner		
		inventions		
		clothing		
		bulletin boards		
		movie/video		
		time capsule		
		media presentation		



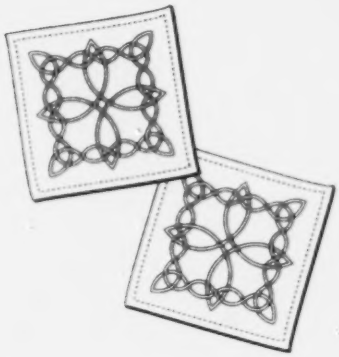
6. Adapting Methods of Evaluation: Determine a variety of ways students can demonstrate their mastery of the objectives and their level of understanding of the concepts. The criteria for evaluation will be determined by each student's needs and abilities.
    - self evaluation
    - know-want to know-learned
    - show knowledge in different ways (see methods of practice)
    - peer evaluation
    - work samples
    - videotapes
    - spot checks
    - portfolio
    - tests:
        - dictated
        - oral
        - use calculator
        - draw pictures
        - take home
        - extended or no time limit
        - open book
        - provide more space
        - delete some options
        - enlarge print
        - consider the environment (the student may have to take test in another room).
        - audiotape the test directions and questions
        - teach test taking strategies and vocabulary
        - present parts of the test separately

7. Adapting methods of reporting
    - give effort/grade comments
    - attach anecdotal comments
    - same format as other students
    - use curriculum-based assessment
    - focus on growth of the particular student

Adapted from: Cranston, R. (1993); Collicott, J. (1993); Cunningham, J. (1993); Thousand, J., Fox, T., Reid, R., Godek, J., Williams, W., & Fox, W. (1986).

APPENDIX G

Activities to Teach about Disabilities



- ❑ Study how people with disabilities are treated in literature or movies.
- ❑ Research assignments on specific disabilities in language arts, health, science or social studies.
- ❑ Invite professionals who work with people with disabilities into the classroom: doctors, physiotherapists, occupational therapists, speech and language pathologists, teachers, parents.
- ❑ Invite someone with exceptional needs to speak to the class.
- ❑ Assess the school and community for accessibility.
- ❑ Design a barrier-free school or community.
- ❑ Invite athletes from the Wheelchair Athletic Association to the school.
- ❑ Learn sign language or finger spelling.
- ❑ Learn braille.
- ❑ Use simulation and role play activities. Be careful to provide a realistic experience. Observe to ensure students are participating within instructions. Following the role play, the students should write about or discuss their feelings and the reactions of others:
  - Mouth or foot paint in art
  - Take notes or play a sport with the non-dominant hand
  - Wear mittens or tape fingers together to write, cook, eat, dress, style hair or play a sport
  - Borrow crutches or wheelchairs and spend one half or all day using these to move around the school or community
  - Practice lip reading
  - Listen to records or tapes at various speeds
  - Watch a video without sound, or listen to the video without vision
  - Wear headphones during a video or lecture

The Saskatchewan Association for Community Living has a resource centre with books and audio-visual materials for teaching about disabilities. Suggested kits and videos:

Elementary

Friends Who Care (Teacher's Kit)

Educating Peter

Middle and High School

LD Simulation Hello My Friends

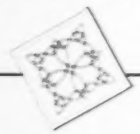
Labelling Blues

Flowers in the Sand

There's Always Belinda

General

What Friends are For



- Take notes with the overhead reversed
- Read assignments with some words missing, with nonsense words, with letters reversed
- Walk through the school, or style hair, brush teeth, make a snack, identify coins, taste food while blindfolder
- Set up an obstacle course in phys. ed. and complete it blindfolded

Other resources:

"Exceptional Needs Simulation for Regular Education Students." M. Hallenbeck & D. McMaster, in *Teaching Exceptional Children, 1991, Volume 23, No. 3*, pp. 12-15

"Simulations Promote Understanding of Handicapping Conditions." C. Wesson & C. Mandell, in *Teaching Exceptional Children, 1989, Vol. 22, No. 1*, pp. 32-35

Discover Together: An Exceptional Needs Awareness Resource. Department of the Secretary of State of Canada (For ages 5 to 13)

CIRCLE OF FRIENDS

The Circle of Friends (Forest & Lusthaus, 1989; Snow & Forest, 1987) is a method used to build relationships among regular classroom students and those who have been integrated into the classroom. It helps sensitize regular students and helps them become involved in the life of the student with exceptional needs. It is not a "buddy" system, but a network which allows for genuine involvement of peers in a friendship and in a caring and supportive role. The Circle of Friends gives students power and decision-making responsibility, with the necessary guidance, to determine what they need for themselves and for their peers. An adult facilitates, supports and encourages the group. Regular meetings with the group may be necessary in order to provide the necessary guidance, support and encouragement.

The first step in building a Circle of Friends is to meet with the child's classmates and conduct the following exercise. The listed comments and questions are to be guidelines. These would be adjusted to match the age and the personality of the class, as well as the needs of the child to be included, and the needs and abilities of the child's future classmates. The activity and the presence of the student with the exceptional needs during this session should be discussed with the student or the student's family representative prior to the session.

The classroom teacher or the special education teacher conducts the session with the entire class.

1. I've come to talk to you about...

2. For years ... has been in a segregated classroom. What does that mean?

3. Give information regarding the student: age, abilities, disabilities, educational history, and any other pertinent information.

4. ... is going to come into your classroom. Why?

5. Do you think it would be scary to come into a new classroom? Why?

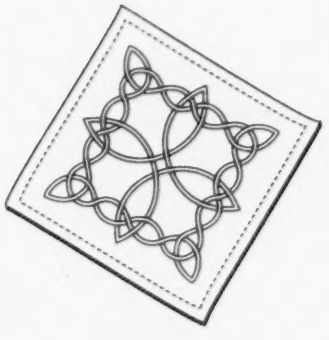
   Do you think it is scary for ... to come into this classroom? Why?

6. There are some things we don't want you to do when ... comes into the room. What do you think these things may be?

7. What do you think we want you to do?

8. Let's switch gears for a minute. Let's talk about you. I'm going to have you make your Circle of Friends. Ask the students to draw a stick person. They are then asked to draw four circles, the stick person is in the centre. The first circle is drawn around the stick person. Each circle is then drawn progressively larger and surrounds the previous one, leaving enough space between each one in which to write five to ten names.

   Each child is then asked to think about the people who are involved in his or her life. Within the first circle, each child is asked to list all of those people whom he or she really loves, the people closest to him or her. Within the second circle, each child is to list those people he or she really likes, but not enough to put in circle one. The third circle is designated for those groups of people with whom each child likes to participate, such as a hockey team, a Sunday school class, or a special interest group. Within the fourth circle each child is to list those people who are paid to be in the child's life such as the doctor, hairdresser, teacher and other professionals.



9. Ask for volunteers to share circles.

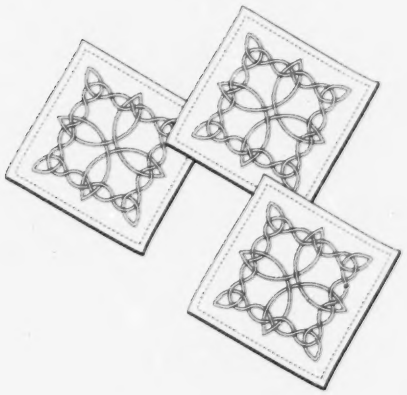
10. On chart paper or the chalkboard draw a fictitious circle with people only in circle one, a child's family, and circle four, doctor, physiotherapist, speech and language pathologist, or other professionals who may be involved in the life of a child with severe exceptional needs. Ask the students to respond to the question, "How would you feel if your circle of friends looked like this one?"

11. ... has a Circle of Friends that looks like this. Why did I do all of this with you?

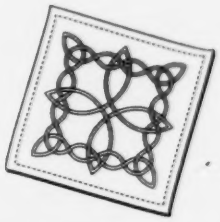
12. What I'd like to ask is for a group of you to act as a welcome committee and a friendship committee for ... Do you think that's a good idea?

13. ... needs friends just like you do. Not all of you will be ...'s friends, but you can all be friendly. My hope and dream is that out of this great class ... will have at least six friends who will do things with him/her at recess, in class and even after school. This won't happen fast, but I think it will happen. Who wants to help?

The result of this exercise is usually that interested peers volunteer to be involved in becoming a supportive and caring friendship group. The role of the adult facilitator is then to meet with the group in order to establish this friendship. The group should meet regularly to promote the relationships and the reciprocal nature of real friendship. The design and specific action taken by the group will be determined by the participants and their needs.



APPENDIX H



Planning for the Educational Assistant

Student name _____

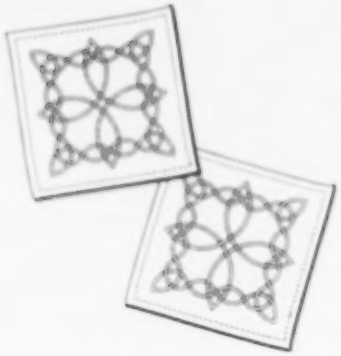
Personnel responsible _____

Date _____

Time	Activity	Where	Objectives	Materials	Strategies	Evaluation

APPENDIX I

Resources



It would be impossible, within this document, to provide a list of print resources which would be comprehensive enough to meet the needs of all Saskatchewan teachers. The following is a list of provincial and national organizations which will provide information and/or resource personnel pertaining to the specific topic of interest to you.

Canadian National Institute for the Blind
1705 McKercher Dr., Saskatoon, SK
306-374-4545
306-955-6224 (FAX)

Canadian Hard of Hearing Association
301-115-2nd Ave. N, Saskatoon, SK S7H 2B1
306-665-6575

Saskatchewan Alexander Graham Bell Association for the Deaf
#203-919C Albert St., Regina, SK S4R 2P6
306-343-9819
306-757-4561

Epilepsy Regina
102A-2505-11th Ave., Regina, SK S4P 0K6
306-565-0009

Epilepsy Saskatoon Ltd.
306 Birks Building, Saskatoon, SK S7K 1L8
306-665-1939

Learning Disabilities Association of Saskatchewan
#26-610 Clarence Ave. S
Saskatoon, SK S7H 2E2
306-652-4114

Saskatchewan Association for Community Living
3031 Louise St., Saskatoon, SK S7J 3L1
306-955-3344
(Provides information on intellectual disabilities.)

Canadian Down Syndrome Society
12837-76th Ave., Suite 206, Surrey, BC V3W 2V3
604-599-6009
604-599-6165 (FAX)

Saskatchewan Cerebral Palsy Association
2310 Louise Ave., Saskatoon, SK S7J 2C7
306-955-7272

Saskatchewan Foundation for Attention Deficit/Hyperactivity Disorder
Box 20044, Cornwall P.O., Regina, SK S4P 4J7

Saskatchewan Head Injury Association, Inc.
2310 Louise Ave., Saskatoon, SK S7J 2C7
306-373-1555

Saskatchewan Voice of People with Disabilities
104 - 2313 Hanselman Place
Saskatoon, SK S7L 6A9
306-652-2780

Arthritis Society - Saskatchewan Division
110-2550-12th Ave., Regina, SK S4P 3X1
1-800-667-0097

Canadian Cystic Fibrosis Foundation
North Saskatchewan Chapter
Box 3088, Saskatoon, SK S7K 3S9
306-242-6502

South Saskatchewan Chapter
Box 721, Regina, SK S4P 3A8
306-543-8936

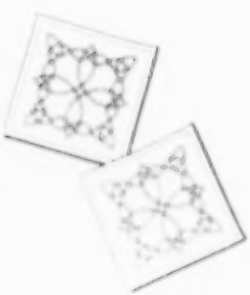
Canadian Diabetes Association - Saskatchewan Division
#104-2301 Ave. C North, Saskatoon, SK S7L 5Z5
306-933-1238

Lupus Erythematosus Society of Saskatchewan
Box 133
Saskatoon, SK, S7K 3K4

Muscular Dystrophy Association of Canada
2345 Yonge St., Suite 900, Toronto, ON M4P 2E5
Winnipeg office 1-800-565-1601

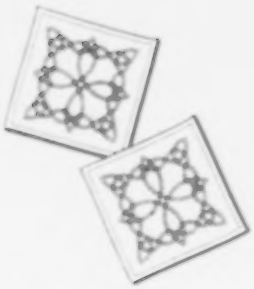
Tourette Syndrome Foundation of Canada
Northern Saskatchewan Chapter
349 Carleton Dr., Saskatoon, SK S7H 3P3
306-956-7788

Autism Saskatoon Society
2229 Ave. C North, Saskatoon, SK
306-665-7013



Allergy/Asthma Information Association
30 Eglinton Ave. West, Suite 750, Toronto, ON
905-712-2242
905-712-2245 (FAX)

Canadian AIDS Society
100 Sparks St., Suite 400, Ottawa, ON K1P 5B7
613-230-3580
613-563-4998 (FAX)



Spina Bifida Association of Canada
388 Donald St., Suite 220, Winnipeg, MB R3B 2J4
1-800-565-9488
204-957-1794 (FAX)

Spina Bifida Association of North Saskatchewan
905 Boychuk Drive, Saskatoon, SK S7H 4L6
306-373-5199

Spina Bifida Association of South Saskatchewan
1261 Gladmar Park, Regina, SK S4P 2Y2
306-359-6049

Family Resource Room
Kinsmen Children Centre
1319 Colony Street, Saskatoon, SK S7N 2Z1
306-655-1070

Saskatchewan Institute on the Prevention of Handicaps
Kinsmen Children Centre
1319 Colony Street, Saskatoon, SK S7N 2Z1
306-655-2512

Your school division office, the regional special education office in your area, and the provincial consultants with the Department of Education are other good sources of information.

Diversity in the Classroom Series

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